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ABSTRACT

A three-phase study was conducted at the College of the Redwoods (C/R) to determine if the college calendar should be changed, and if so, how. The first phase of the study consisted of establishing priority criteria for consideration of alternative forms of calendar organization, identification of calendar alternatives, and compilation of a list of colleges similar to C/R using different modes of calendar organization. Phase two consisted of administering questionnaires to C/R faculty and students to elicit their opinions regarding alternative calendars. Additionally, staff and students at other colleges were contacted to ascertain their opinions on the form of calendar organization used at their colleges. Phase three consisted of compiling, analyzing and reviewing data from phase two and formulating recommendations appropriate for C/R. It was recommended that C/R remain on the quarter system for several reasons: (1) 79% of the students and 58.79% of the faculty supported the quarter calendar; (2) the quarter system offered the flexibility and opportunity to offer a wide range of classes; (3) survey data indicated that the quarter system best fit the seasonal employment patterns of C/R's district; and (4) general support for the quarter system was noted in the literature. Tabulated data are included in the report. (JDS)

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COLLEGE OF THE REDWOODS
Eureka, California

MEMORANDUM

TO: Dr. D.D. Weichert DATE: April 9, 1976

FROM: Calendar Study Committee

SUBJ: Calendar Study Committee Final Report

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COLLEGE of the REDWOODS
Eureka, California

MEMORANDUM

TO: Board Members DATE: May 27, 1975

FROM: President's Office

SUBJ: Inauguration of College Calendar Study

I have asked Mr. Larry Dawson to serve as the Chairman of the special study committee on the College calendar. This study is required if the College of the Redwoods is to critically analyze its College calendar--whether it be Quarters, Semester System, Short-term, Early Semester, Interim Intersession, etc. The practice currently is that there have been several changes in the College calendars put forth by various levels and kinds of higher educational institutions. As part of the goals and objectives for this year, it is indeed a very complicated issue and requires considerable study; it has impacts from all directions.

I propose that the Committee be established on the following guidelines:

1. Mr. Larry Dawson to serve as General Chairman
2. Membership of the Committee is to be composed, as follows:

   a. Division - One per each Division
   b. Student Personnel Services - Appointment of two
   c. Instructional Services - Appointment of two
   d. Business Services - Appointment of one
   e. Student Council - Appointment of two
   f. Faculty Senate - Appointment of two

The above appointments should be made in September, 1975, and will be divided into study area as sub-committee. Membership on the committee may invoke the talents of other individuals within the College system to make the study more thorough if necessary.

3. Specific purposes of the special study committee will be to review existing law and/or proposed law that might be coming through the Legislative organizations now; to review the educational criteria as to the benefits of the study; to review the financial conditions that may be affected by calendar; to review the facilities use situations for adequacy of instructional capability; to review the articulation circumstances as may be affected by the State Universities and/or the high schools.

4. The direct charge of the committee will be to maintain an open air about retaining and/or changing the College calendar at C/R. Any such change or maintenance of the status quo will require appropriate documentation, together with rationale, and the recommendations accordingly. Such documentation and recommendations are to be presented to the President by May 15, 1976.

In summary - this is a very important study on behalf of the College of the Redwoods and its instructional program. It is hereby proposed to give the appropriate indepth analysis as to the cause and effects of any action relative to the calendar.

Thank you.

D. D. Weichert, Ed.D.

DDW/i

Calendar Study Committee Members:

Mr. L. Dawson, Chairman
Dr. Weichert
Dr. Cunningham
Dr. Vangelatos
Mr. Saunders
Mr. Winslow
Mr. Keppner
Mrs. Graham
Mr. Cooper
Mr. Cinnamond
Mr. Cole
Mr. Kilpatrick
Mr. Furber
Mrs. Sperry
Mr. Hawkins
Mr. Crossan
Mr. McCorkendale
Mr. Sylvia
Mr. Smith
Mr. Storm
Miss Martinez
Mr. Hurtado

RE: Academic Calendar

Possible Calendars to be considered:

I. The Traditional Semester Calendar

e.g. L.A. City College	Fall Semester	Sept 16-Jan 31	(15 weeks)
	Spring Semester	Feb. 3-June 20	(17 weeks)

II. The Early Semester Calendar

e.g. Merced	Fall Semester	Aug 20- Dec 19	(17 weeks)
	Spring Semester	Jan 12- May 28	(17 weeks)

III. Trimester

e.g. Pepperdine/Seaver College

Fall Trimester	Sept 4 - Dec 12	(14 weeks)
Winter Trimester	Jan 6 - April 16	(13 weeks)
Spring Trimester	April 27 - Aug 6	(14 weeks)

IV. 4 - 1 - 4

e.g. Mills College	Fall Semester	Sept. 8 - Dec 17	(14 weeks)
	January Term	Jan 5 - Jan 30	(4 weeks)
	Spring Semester	Feb 10 - May 26	(15 weeks)

V. Quarter System

e.g. C/R	Fall quarter	Sept 18 - Dec 22	(13 weeks)
	Winter quarter	Jan 5 - March 24	(11 weeks)
	Spring quarter	March 29 - June 11	(11 weeks)

VI. Other

a. Modular scheduling?

b. Quarter or semester with short terms beginning midway to pick up the "drop" students

e.g. English 1A	Sept 18 - Dec 22	MW 10-12	(13 weeks)
or	Nov 10 - Dec 22	MTWTH 10-12	(6 weeks)

c. ??????

Possible Criteria:

1. Educational advantages
   a. time available to teach material
   b. equalization of terms
   c. encourage creativity
   d. accommodates our large number of "drop" students
   e. Curricular flexibility
   f. field trips
   g. change in academic measuring units (4-1-4 system)
   h. "Lame Duck" periods following vacations
   i. advantages/disadvantages of frequent change of schedule
2. Student job accessibility
3. Administrative efficiency
   i.e. Number of registrations and grade recordings with their consequent bookkeeping.
4. Time and length of vacations
5. Financial impact upon C/R?
6. Institution articulation
7. Impact upon room and equipment utilization
8. Other

Adopted operating procedure

Prior to the first committee meeting of October 3, 1975, copies of related articles were distributed to each member for study. These articles were compliled by Mr. Jerry Brogan. At the first meeting, the five most common calendars were discussed as well as possible criteria for our selection. The Committee adopted a procedure for carrying on the study. Subcommittees were appointed to complete the tasks indicated. The final adopted forms of the subcommittee reports may be found in the respective references as indicated on the Operating Procedure sheet.

I. 1. Those items of significance, either included in the final recommendation or leading to that recommendation shall be accepted, or rejected, by majority vote of the committee--one official member--one vote.

2. Work will be done under a subcommittee system. The subcommittee will have specific goals and time limits. They will report to the Committee in written form. These committees should represent a cross section of the college community but chaired by people with special interests or skills relevent to the designated goal.

II. Procedure

Phase I - "Common Sense" with written justification

1. To establish priority listing of criteria to be used in formulating questionnaire etc. (Page 8)

2. To identify those alternatives which are potentially realistic for C/R in the next 10 years. (Page 10)
Use only the five common alternatives listed on the accompanying sheet.

3. To brainstorm for other potentially realistic alternative. (Page 11)

4. To establish a "Comparable Districts" list for research purposes.
To establish a list of colleges currently using the five commonly used alternatives and contact their colleges. (Page 12)

5. To determine data regarding C/R population which is relevant to our study and begin gathering the information i.e., common Humboldt/CR students, proportion of terminal students, etc., etc. (Page 14)

6. To establish procedure for sampling students and staff (Page 16)

Phase II - Using the approved alternatives, criteria lists, etc.

1. Prepare questionnaires to be administered to C/R students, faculty, and administrators.

2. Via questionnaires, telephone contacts, etc.
to evaluate reaction of staff and students at various colleges to their calendar.

Phase III

1. Administer questionnaires and compile data.
2. Review data and give direction for final report to board.
3. Prepare final report and recommendations.

MEMORANDUM

TO: Calendar Study Committee

FROM: Subcommittee on Priority Listing--Rae Graham, Chairperson

RE: Phase I recommendations

DATE: October 23, 1975

The Problem--In writing questionnaires, asking questions, eliminating alternatives, and in making our final recommendation, what criteria are really important at C/R?

After listing all possible criteria suggested by the literature and all others which the subcommittee could think of, we have designated each according to the following classification:

a) Sine qua non

b) High priority

c) Low priority

d) Of merit but <u>can</u> be accommodated via almost any type calendar with some effort.

Following are the possible criteria and their recommended priority rating. For clarification purposes we have indicated a possible implication of each rating.

We would expect that after discussion the Committee will by vote approve, disapprove or change the priority ranking of each item.

	CRITERIA	IMPLICATION
I.	<u>Financial</u>	
	1. Those elements which would tend to encourage ADA other than educational considerations	
(a)	a. Student job accessibility. The Schedule should have starting date which coincide with the potential work schedules of our students as determined by the appropriate subcommittee.	If the profile of our students show a significant number are dependent upon jobs in the woods we can not consider the Trimester calendar and the Early Semester system would be very seriously jeopardized.

	CRITERIA	IMPLICATION
(b) b.	Time and length of vacations for those not concerned with job accessibility i.e., local parents, vacationing type student.	If the profile of our students shows a significant number of students who are tied to the schedules of their children we should seriously consider this but be willing to sacrifice the needs of this group to more important considerations
(d) c.	Maximize the number of opportunities for our "drop" students to re-register.	This should not be considered in any questionnaire or deliberations but could be an additional recommendation after the basic schedule is proposed e.g., short terms in the middle of a quarter or semester.
(a) 2.	C/R must be legally capable to get state and local monies for students taught.	After educational needs have been evaluated a check must be done to see if the schedule is economically feasible. If not, it will be rejected.
(b) 3.	Does the calendar create cost and/or staffing problems e.g., salary and accessability changes in part-time staffing: teacher/student ratio efficiency.	Colleges that have recently changed calendars should be contacted regarding these questions.
II.	Educational	
(d) 1.	Increase class time for teaching/learning subject matter.	That this problem can best be solved by changing unit values, course outlines or course offerings.
(b) 2.	Equalization of terms (not applicable to 4-1-4 deliberations)	It is important to get away from a system where the same value is given to a course even though it is taught in 4/5 of the time.
(d) 3.	Encourage creativity i.e., (allows for field trips, etc., allows for student sampling various disciplines)	Calendars do not significantly influence creativity - people do.
(b) 4.	Curricular flexibility i.e., ease of introducing new and/or experimental courses.	This should be a major factor in our decision.
(d) 5.	Elimination of "Lame Duck" periods.	This should not be a factor in our decision.
III.	Administrative efficiency	
(c) 1.	Minimize the frequency of registration and grading.	This should not be a factor in our decision.
(b) 2.	Institution articulation	We should stay away from programs which will make it difficult for students to transfer to other schools.
(d) 3.	Maximize room and equipment utilization	This should not be a factor in our decision.

COLLEGE OF THE REDWOODS

M E M O R A N D U M

TO: Calendar Study Committee

FROM: I-2 Committee

SUBJECT: Recommendation on the Five Listed Schedules

DATE: November 7, 1975

After reading the literature provided, our committee makes the following recommendations:

1. The 4-1-4 calendar not be considered further
   We feel that the students we serve would not benefit from the "1" portion of the calendar (Note the 4-1-4 Bandwagon article.)

2. The Trimester Calendar not be considered further.
   We feel the 11-month schedule would not serve our students who would be prevented from working during the summer. It seems to take eleven months to accomplish what the other calendars complete in nine months.

3. The traditional semester, the early semester, and the quarter system calendars be considered further to determine which calendar could be modified to best meet the criteria established by the I-1 committee.

Respectfully submitted,

Robert Furber
Vern Smith
Jim Sylvia

tls

COLLEGE OF THE REDWOODS
M E M O R A N D U M

TO: Larry Dawson

FROM: Ben Hawkins, Roger Cinnamond, Jack Storm, Andy Vangelatos

The recommendations from our brainstorming for other calendar alternatives are as follows:

1. Three equal lengthed quarter's
(12-12-12-weeks)
Defense (a) students, subject matter, and instruction may be treated equally in each quarter.

2. 4-4-1 (16-16-4 week)
Defense (a) modules may be used during the last 4 weeks.
(b) students may get a jump on the job market.
(c) change of pace for Instruction

3. Modules incorporated into the existing Quarter system (2-6 week modules per quarter) or modules incorporated into any calendar i.e. (3-6 week modules per semester).
Defense (a) gives those interested students and instructors a chance to utilize courses taught in shorter periods of time.
(b) students may take module courses along with their regular quarter or semester courses.
(c) a student who drops a course at the beginning of a quarter may pick the course up (if it is offered) during the second module of same quarter.

TO: Calendar Study Committee
FROM: Sub-committee I-4 (Allen Keppner, Chairman)
RE: Comparable and Random Districts
DATE: 1-=29-75

The following is a list of accredited colleges comparable to our district in enrollment (4000-8000), non-urban, local and/or state controlled, degree offering, occupational and transfer programs, and co-educational as listed in the 1974-75 Higher Education Directory from the National Center of Educational Statistics, U.S. Departmnet of H.E.W.

STATE	COLLEGE	ADDRESS	PHONE	ENROL	CAL	P
Arizona	Arizona Western College	Yuma 85364	(602) 726-1000	4200	4-1-4	1
	Central Arizona College	Woodriff at Orofield, Coolige 85228	(602) 723-4141	4437	SEM	1
California	Allen Hancock College	800 S. College Drive, Santa Monica 93454	(805) 922-7711	7597	SEM	1
	Antelope Valley College	3041 K, Lancaster 93534	(805) 943-3241	4246	SEM	1
	Butte College	Rt 1 Box 183A, Oroville 95965	(916) 895-2511	4362	QTR	2
	Cabrillo College	6500 Souquel Dr., Aptos 95003	(408) 475-6000	7102	4-1-4	2
	College of the Sequolas	Mooney Blvd., Visalia 93277	(209) 733-2025	5527	SEM	2
	Merced College	3600 M, Merced 95304	(209) 723-4321	6821	SEM	3
	Napa College	2277 Napa-Vallejo Hwy. 94558	(707) 255-2100	4600	QTR	3
	Shasta College	1065 N. Old Oregon Trail 96001	(916) 241-3523	6953	SEM	4
	Sierra College	5000 Rocklin Rd., Rocklin 95677	(916) 624-3333	5000	SEM	4
	Yuba College	2088 N Beal Road, Marysville 95901	(916) 742-7351	5640	SEM	5
Nevada	Western Nevada C.College	813 Carson ST., Carson City 89701	(702) 885-5070	4000	SEM	23
Oregon	Clackamas C. College	19600 Molalla Ave., Orgeon City, Ore 97045	(503) 656-2631	4377	QTR	34
	Lane C. College	4000 E 30th Avenue, Eugene 97405	(503) 747-4501	6594	QTR	34
Wash.	Bellevue C. College	3000 145th Place S.E. Bellevue 98007	(206) 641-0111	6478	QTR	43
	Columbia Basin C. College	2600 N Chase Ave., Pasco 99301	(509) 547-0511	4035	QTR	43
	Green River C. College	Auborn 98002	(206) 833-9111	5879	QTR	43
	Highline C. College	Midway 98031	(206) 878-3710	6727	QTR	43
	Olympic College	1513 Chester, Bremerton 98310	(206) 478-4551	6095	QTR	43

e following is a random list of accredited colleges which differ from our district in enrollment, cal and/or state control, degree offerings, program availability, and "urbanity" as listed in e 1974-75 Higher Education Directory from the National Center of Educational Statistics, U.S. partment of H.E.W.

ATE	COLLEGE	ADDRESS	PHONE	ENROL	CAL	P#
lifornia	C.S.U., Sacramento	6000 J St., Sac 95819	(916) 454-6011	18,751	E. SEM	24
	C.S.U., Chico	Chico 95926	(916) 345-5011	62,442	E. SEM	23
	Col of Marin	Kenffield 94904	(415) 454-3962	7,193	E. SEM	29
	Pepperdine University	24255 Pacific Coast Hwy	(213) 456-4000	9,410	TriMes	41
wa	Wartburg College	Waverly 50677	(319) 352-1200	1,290	Other	137
ss	Clark University	950 Main St. Worcester	(617) 793-7711	2,449	Other	172
chigan	Oakland C.C. Auborn Hills	2900 Featherstone Rd. Auborn Heights 48057	(3130 852-1000	6,014	Trisem	197
w York	Dutchess C.C.	Pendell Road, Poughkeepsee 12601	(914) 471-4500	4,682	4-1-4	286
	Mohawk Valley C.C.	1101 Sherman Dr. Utica 60473	(315) 792-5500	5.061	QTR	288
linois	Thornton C.C.	50 W. 162nd St., South Holland 60473	(312) 596-2000	4,656	4-1-4	116

Respectfully submitted,

Alien J. Keppner
Dr. Cunningham
Ron Kilpatrick

TO: Members of the Calendar Committee DATE: Nov. 6, 1975

FROM: Sub-Committee #5 (Wally Winslow, John Cooper, Karen Sperry and Don Kohls)

SUBJECT: Statistical Data on C/R students

This sub committee was "to determine data regarding C/R population which is relevant to our study and begin gathering the information, i.e., common Humboldt/CR students, proportion of terminal students."

COMMON HUMBOLDT/CR STUDENTS: Actual count by members of the committee

Fall, 1974:	96
Winter, 1975:	389
Spring, 1975:	276
Fall, 1975	242

PROPORTION OF TRANSFER STUDENTS: Data Processing tabulated the number of people who are enrolled in reimburseable programs which are considered terminal programs.

Fall, 1974:	3068	Terminal
	4639	Non terminal
Winter, 1975	3477	Terminal
	6184	Non terminal
Spring, 1975	2722	Terminal
	6236	Non terminal

WITHDRAWALS FROM COLLEGE OF THE REDWOODS: Available through Data Processing

Categories:	Fall '74	Wtr '75	Spring '75
1. Going to work on a job directly related to my major.	29	16	26
2. Going to work on a job indirectly related to my major.	20	13	18
3. Going to work on a job not related to my major.	62	35	67
4. Have no job prospects.	10	6	5
5. Financial.	38	44	29
6. Not profiting from instruction.	24	15	20
7. Illness	42	34	31
8. Marriage	10	3	5
9. Entering Service	3	1	4
10. Transfer to another institution	24	19	12
11. Disqualified	504	429	161
12. Other	302	464	303
13. Blank	111	10	1

NUMBER OF CR STUDENTS AT VARIOUS STATE COLLEGES OR UNIVERSITIES

QUARTER SYSTEM

	Winter, 75	Fall, 74	Spring 74	Winter, 74
Humboldt State University	728	702	768	809

SEMESTER SYSTEM

	Spring, 74	Fall, 73
Chico State University	52	43
Sacramento State University	28	28
Sonoma State Unvierssity	22	
San Francisco State Unviersity	12	11
Fresno State University	8	10
Long Beach State University	3	5

I. In order to obtain the best representation of the student make-up of C/R,

1. At 10:00 a.m., on a Monday, all instructors having a class administer the questionnaire.

2. At 2:00 p.m., on a Tuesday, all instructors having a class administer the questionnaire. (Instructions to be given the instructor to poll the class and exclude any student who participated on Monday.)

3. At 7:00 p.m., on a Tuesday evening, all instructors having class administer the questionnaire.

4. At 9:00 a.m. on Saturday, all instructors administer questionnaire.

Branch Campus-will give questionnaire to about 65 classes--to be worked out by Mr. Collins.

II. All full and part time C/R credentialed staff will be given an opportunity to respond to a questionnaire.

It was felt by the committee that any survey of just College of the Redwoods students would be invalid due to lack of a control group. The possibility exists that only security of the status quo is being measured and not really the desirability of one calendar over another. To test this theory a questionnaire was administered to 383 randomly selected students at Santa Rosa Junior College which is on the semester calendar. These students were broken into two groups: those with only semester experience (344 subjects) and those who have been students under both a semester and quarter calendar (39 subjects).

College of the Redwoods in Eureka is trying to arswer the question, "Should we change from the quarter to the semester system?"

	Sem. Only	Both Cal.
I. If given a choice, which system would you prefer:		
1. The quarter system i.e., the school year is divided into three parts.	34%	56.4%
2. The semester system i.e., the school year is divided into two parts.	64%	41%
No response	2%	2%
II. Santa Rosa Community College now has the first semester interrupted by a long Christmas vacation. Does this cause learning problems for you?		
1. Yes	24.7%	35.9%
2. No	73.5%	61.5%
No response	1.8%	2.5%

Comment

56.4% of the Santa Rosa students who had experienced both calendars selected the quarter calendar as compared to 76.43% of comparable C/R students. Of the Santa Rosa students who had studied only under one calendar system, 64% selected that calendar (Semester) as compared with 80.36% of (Quarter) of comparable C/R students.

Although the status quo vote is important, this study seems to indicate a strong tendency for students to select a quarter calendar.

FACULTY QUESTIONNAIRE

A Committee made up of students, faculty and administration is currently making a study to answer the question, "Should C/R change from the quarter system and if so to what calendar?"

We need some advice and reactions on this important matter from you people who are directly involved.

---

1. If given a choice, which system would you prefer:

   a. The quarter system i.e., the school year is divided into three parts.

   b. The semester system i.e., the school year is divided into two parts. _____

These are the advantages usually stated in favor of the quarter system. Please indicate if you agree or disagree that each would be of importance to you.

	YES	NO
2. Courses are more straight-forward; frills eliminated	_____	_____
3. More opportunity to have a greater variety of courses and students over a given period of time	_____	_____
4. Greater chance to start over again if a class is not going well . . .	_____	_____
5. Better chance for students to complete successfully all courses in which enrolled.	_____	_____
6. More opportunity to offer different classes within the school year. . .	_____	_____

These are the advantages usually stated in favor of the semester system. Indicate if you agree or disagree as to their importance to you.

7. More time is available. There is not as much pressure and rushing . .	_____	_____
8. There would be more time for students to particirate in music, drama, forensics, athletics or other extra curricular activities	_____	_____
9. Allows enough time for in-depth exploration of ideas and course material	_____	_____
10. Offers enough time for the instructor to recover from a poor start in a course	_____	_____
11. Would reduce the number of registrations and final exams	_____	_____
12. Would reduce the cost of books for students	_____	_____

	YES	NO
13. Some colleges have quarters or semesters broken by a long vacation i.e., Christmas and Easter. If we were to do this, would it hinder your instructional program?	____	____
14. C/R presently has one quarter which is longer than the other two. Does this hinder your instructional program	____	____
15. Due to personal reasons (i.e., child care problems, vacation schedules, etc.) would it be difficult or impossible for you to begin classes in mid August	____	____
16. Have you ever attended a college or university under the semester system?	____	____
17. Have you taught at a college or university under the semester system? . .	____	____

18. Your Division:
(1) Business Education
(2) Creative Arts
(3) Health Occupations
(4) Health, Physical Ed. & Recreation
(5) Humanities
(6) Public Safety
(7) Science, Math and Engineering
(8) Vocational-Technical
____

19. Is the class you are presently teaching on
(1) Main Campus
(2) Branch Campus
____

20. Are you employed by C/R as a
(1) Full time instructor
(2) Part time instructor
____

Comment-

Faculty Responses

The number of respondents in the respective subgroups can be seen in parenthesis in the following summary.

Subjects

Total	(199)	
Full time	(96)	48.27%
Part time	(103)	51.76%
Main Campus	(134)	67.34%
Branch Campus	(65)	32.66%

Question #1. If given a choice, which system would you prefer:

a. The quarter system i.e., the school year is divided into three parts.

b. The semester system i.e., the school year is divided into two parts.

(117) 58.79% selected the quarter system, (72) 39.18% selecced the semester system, and (10) 5.03% had no choice.

	Quarter	Semester	No Choice
A. Those who have taught under both systems	(40) 54.0%	(32) 43.24%	(2) 2.7%
B. Those who have taught only under a quarter system	(77) 61.6%	(40) 32%	(8) 6.4%
C. By Division			
1) Administrators	(3) 42.86%	(4) 57.14%	0
2) Business	(12) 66.6%	(6) 33.3%	0
3) Creative Arts	(19) 48.7%	(18) 46.15%	(2) 5.1%
4) Health Occ.	(6) 42.86%	(4) 28.6%	(4) 28.6%
5) P.E.	(10) 58.8%	(6) 35.3%	(1) 5.9%
6) Humanities	(26) 39.1%	(17) 38.6%	(1) 2.3%
7) Pub. Saf.	(1) 50%	(1) 50%	0
8) Sci. Math	(11) 61.1%	(5) 27.8%	(2) 11.1%
9) Voc Tech	(25) 75.8%	(8) 24.2%	0
10) Counselors/Library/Others	(4) 57.1%	(3) 42.9%	0
D. Main Campus	(74) 55.2%	(52) 38.8%	(8) 6.%
E. Branch Campus	(43) 66.1%	(20) 30.8%	(2) 3.%
F. Full time	(53) 55.2%	(37) 38.5%	(6) 6.2%
G. Part time	(64) 62.1%	(35) 34%	(4) 3.9%

Question #2-#12. These are the advantages usually stated in favor of the quarter system. Please indicate if you agree or disagree that each would be of importance to you.

These are the eleven possible responses listed in order of their importance as indicated by the faculty. The percentage represents the percent of "Yes, this is important" responses.

1. More opportunity to offer different classes within the school year. 89%
2. More opportunity to have a greater variety of courses and students over a given period of time. 82%
3. Allows enough time for in-depth exploration of ideas and course material. 73%
4. Would reduce the number of registrations and final exams. 70%
5. More time is available. There is not as much pressure and rushing. 68%
6. Courses are more straight-forward; frills eliminated. 55%
7. Would reduce the cost of books for students. 48%
8. Greater chance to start over again if a class is not going well. 46%
9. Better chance for students to complete successfully all courses in which enrolled. 35%
10. There would be more time for students to participate in music, drama, forensics, athletics or other extra curricular activities. 30%
11. Offers enough time for the instructor to recover from a poor start in a course. 27%

Question #13. Some colleges have quarters or semesters broken by a long vacation i.e., Christmas and Easter. If we were to do this, would it hinder your instructional program?

(158) 79.40% said "no" (41) 20.60% said "yes"

Questions #14. C/R presently has one quarter which is longer than the other two. Does this hinder your instructional program.

Of the 199 people who responded to this question, (134) 67.34% said "no". (65) 32.6% said "yes".

A.	Full time	52% no	48% yes
B.	Part time	82% no	18% yes

Question #15. Due to personal reasons (i.e., child care problems, vacation schedules, etc.) would it be difficult or impossible for you to begin classes in mid August.

A.	Total	(124) 62.3% no	(75) 37.7% yes
B.	Full time	(62) 64.6% no	(34) 35.4% yes
C.	Part time	(62) 60.2% no	(41) 39.8% yes

STUDENT QUESTIONNAIRE

A Committee made up of students, faculty and administration is currently making a study to answer the question, "Should C/R change from the quarter system and if so, to what calendar

We need some advice and reactions on this important matter from you people who are directly involved.

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1. If given a choice, which system would you prefer:

   a. The quarter system i.e., the school year is divided into three parts.

   b. The semester system i.e., the school year is divided into two parts. _____

These are the advantages usually stated in favor of the quarter system. Please indicate if you agree or disagree that each would be of importance to you.

	YES	NO
2. Courses are more straight-forward; frills eliminated.	_____	_____
3. More opportunity to have a greater variety of courses and faculty over a given period of time	_____	_____
4. Greater likelihood you will finish a course because the work does not stretch out so long	_____	_____
5. Greater chance to start over again if you must withdraw	_____	_____
6. Better chance to complete successfully all courses in which enrolled.. .	_____	_____
7. More opportunity to sample various classes within the school year. . . .	_____	_____
8. The quarter system better fits my job schedule	_____	_____

These are the advantages usually stated in favor of the semester system. Indicate if you agree or disagree as to their importance to you.

9. More time is available. There is not as much pressure and rushing. . . .	_____	_____
10. There would be more time to participate in music, drama, forensics, athletics or other extra curricular activities	_____	_____
11. Allows enough time for in-depth exploration of ideas and course material .	_____	_____
12. Offers enough time to recover from a poor start in a course	_____	_____
13. Would reduce the number of registrations and final exams	_____	_____
14. Would reduce the cost of books	_____	_____
15. Some colleges have quarters or semesters interrupted by a long vacation i.e., Christmas and Easter. If we were to do this, would it be a problem for you	_____	_____

	YES	NO
16. C/R presently has one quarter which is longer than the other two. Does this create a problem for you?	____	____
17. Due to personal reasons (i.e., work, child care problems, vacation schedules, etc.) would it be difficult or impossible for you to begin classes in mid August	____	____
18. Have you ever attended a college or university under the semester system?	____	____
19. Are you a year round resident of the C/R district	____	____
20. Have you in the past, or do you anticipate, temporarily withdrawing from school due to work committments	____	____

21. If your answer to #20 above was "yes", which quarter was or will be affected? (1) Fall
(2) Winter
(3) Spring ____

22. Do you intend to complete (1) the A.A. Degree
(2) a Certificate
(3) unsure or neither of above ____

23. Your age: (1) 18 years or under
(2) 19-25 years
(3) 26-35 years
(4) over 35 years ____

24. When do you mainly attend classes:
(1) Day (8:00 a.m. - 4:30)
(2) Evening or Saturday
(3) Both Day and Evening or Saturday ____

25. Is the class you are presently attending on
(1) Main Campus
(2) Branch Campus ____

26. Number of units carried this quarter:
(1) ½ to 6 units
(2) 7 to 11 units
(3) over 12 units ____

Student Responses

Subjects

A. Total (1971)

B. Age

1)	18	(200)	10.15%
2)	19-25	(1127)	57.18%
3)	26-35	(419)	21.26%
4)	over 35	(225)	11.42%

C.

1)	daytime students	(1105)	56.06%
2)	evening or Saturday	(418)	21.21%
3)	both day & evening or Saturday	(448)	22.73%

D. Expectations

1)	A.A degree	(992)	50.33%
2)	a certificate	(199)	10.10%
3)	unsure or neither of above	(780)	39.57%

E.

1)	Main campus	1870	94.88%
2)	Branch campus	101	5.12%

F. Number of units carried

1)	½ to 6 units	(332)	16.84%
2)	7 to 11 units	(379)	19.23%
3)	12 or more units	(1260)	63.93%

Question #1. If given a choice, which system would you prefer:

a. The <u>quarter</u> system i.e., the school year is divided into three parts.

b. The <u>semester</u> system i.e., the school year is divided into two parts.

	<u>Quarter</u>	<u>Semester</u>	<u>No Choice</u>
A. Total	(1557) 79%	(349) 17.71%	(65) 3.3%
B. Those who have attended college under semester system	(522) 76.43%	(137) 20.06%	(24) 3.51%
C. Those who have attended college only under quarter system	(1035) 80.36%	(212) 16.46%	(41) 3.18%
D. Main Campus	(1477) 78.98%	(330) 17.65%	(63) 3.37%
E. Branch Campus	(80) 79.21%	(19) 18.81%	(2) 1.98%

Question 2-14. These are the advantages usually stated in favor of the quarter system. Please indicate if you agree or disagree that each would be of importance to you.

Answers in order of priority:

1. More opportunity to have a greater variety of courses and faculty over a given period of time. 91.1%
2. More opportunity to sample various classes within the school year. 90.6%
3. Greater chance to start over again if you must withdraw. 81.4%
4. Courses are more straight-forward; frills eliminated. 72.8%
5. Allows enough time for in-depth exploration of ideas and course material. 67.8%
6. Greater likelihood you will finish a course because the work does not stretch out so long. 67.3%
7. Better chance to complete successfully all courses in which enrolled. 64. %
8. More time is available. There is not as much pressure and rushing. 57.6%
9. Would reduce the cost of books. 56.9%
10. The quarter system better fits my job schedule. 55.8%
11. Would reduce the number of registrations and final exams. 55.4%
12. Offers enough time to recover from a poor start in a course. 52.4%
13. There would be more time to participate in music, drama, forensics, athletics or other extra curricular activities. 37.2%

Question 15. Some colleges have quarters or semesters interrupted by a long vacation i.e., Christmas and Easter. If we were to do this, would it be a problem for you?

(509) 25.82% "yes" (1462) 74.18% "no"

Question 16. C/R presently has one quarter which is longer than the other two. Does this create a problem for you?

(220) 11.16% "yes" (1751) 88.84% "no"

Question 17. Due to personal reasons (i.e., work, child care problems, vacation schedules, etc.) would it be difficult or impossible for you to begin classes in mid August.

(1110) 56.32% "yes" (861) 43.68% "no"

Question 19. Are you a year round resident of the C/R district.

(1622) 82.29% "yes" (349) 17.71% "no"

Question 20. Have you in the past, or do you anticipate, temporarily withdrawing from school due to work committments.

Of the 1971 respondents (394-20% answered "yes")

Question 21. If your answer to #20 above was "yes", which quarter was or will be affected?

1) Fall (110) 28%
2) Winter (48) 12%
3) Spring (170) 43%
4) Multiple or no Response (66) 17%

Correlation of age and units being taken

18 years or less	79.5% of the 200 subjects are full time students
19-25 years old	73.11% of the 1127 subjects are full time students
26-35 years old	49.4% of the 419 subjects are full time students
over 35	31.11% of the 225 subjects are full time students

Recommendations:

I. At a meeting of April 2, 1976, the Calendar Study Committee voted unanimously to recommend that C/R remain on the quarter calendar. This decision was based primarily upon:

1. The overwhelming student support for the quarter calendar - 79%

2. The general faculty support for the quarter calendar - 58.79%
Faculty members of only one division supported the semester calendar and they, by only one person.

3. The flexability and opportunity to offer a wide range of classes which the quarter calendar provides.

4. The indication that 20% of our students drop out for a quarter due to work committments. The quarter keeps them out a shorter period of time and better fits the seasonal employment patterns of our district.

5. The literature search which indicated the general support for the quarter system.

II. The questionnaire used, provided some "extra" data regarding our student population. This was done in the hopes that by better knowing our students (ages, expectations, etc.) C/R could better meet their needs. It is hoped that this kind of information can be expanded upon and updated on a regular basis.

III. The responses to the questionnaire as well as other data gathered seem to indicate

1) a willingness to experiment with "interrupted quarters". The use of the world "broken" in question #15 of the faculty questionnaire does make the question ambiguous and calls the data into question.

2) the general lack of concern over our uneven quarters. The committee saw this as a large problem but the students and faculty saw it as relatively small, 11.16% and 32.6% respectively.

3) the unwillingness of students to start school in mid August (56.32%)

4) the large percentage of C/R students who indicate intentions of dropping out of school during the spring quarter is significant and should be considered in course scheduling and in any proposed calendar which might add more time to the spring of the year.

5) the small number of common CR/HSU students does not seem to support the necessity for coordinated calendars.

IV. The data regarding the specific dates of the quarter calendar needs to be refined. A subcommittee of the Calendar Study Committee, chaired by Bob Furber, will be submitting a follow-up report on this matter.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 1 1 1977

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